



# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

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## 1985 HAMBURG CONFERENCE

The Sixth World Conference on Gifted and Talented will convene in Hamburg, Germany, August 5-9, 1985. The August Conference will mark the completion of the World Council's first decade and will have as its theme, GIFTEDNESS OVER THE DECADE - A CONTINUING WORLDWIDE CHALLENGE.

The conference agenda will be organized to provide for a review of work during the last decade and a look ahead to new directions for the next decade.

A major emphasis of the conference will be the exchange of ideas and experiences in both the theoretical and practical domains. To facilitate this, formal presentations will be complemented by many opportunities for informal contacts among participants as well as by displays and exhibits.

The 10th anniversary and return to Europe, site of the first World Conference in 1975, call for a re-emphasis of the worldwide nature of the study of giftedness. Conference planners hope to achieve this through strong representation from Eastern Europeans as well as through participants from all parts of the world who have contributed to the success of past conferences. Conference languages will be German and English.

## FIRST CALL FOR PAPERS

## 1985 WORLD CONFERENCE

HAMBURG GIFTED CONFERENCE  
Psychologisches Institut II  
Universität Hamburg  
von Mell Park 5  
D-2000 Hamburg 13, West-Germany

Contributors are invited to submit suggestions for presentations to the Organizing Committee of the Sixth World Conference. Submissions may include *traditional papers*, background material for discussion groups and working parties, displays and exhibits. The Organizing Committee would like to accommodate a wide variety of presentations including (1) keynote addresses, (2) lectures, (3) discussion groups, (4) working parties, (5) symposia, (6) conversations with important thinkers, (7) audiovisual displays, (8) posters and (9) other displays and exhibits.

The content of all individual sessions should relate to the overall theme of the conference, GIFTEDNESS OVER THE DECADE - A CONTINUING WORLDWIDE CHALLENGE. Organizing Committee Chair Wilhelm Wiczerkowski indicates that the committee is particularly interested in sessions that provide an overview of practical programs at the local, regional or national level or prognostications for the future. It is anticipated that both basic and applied research will be well represented on the conference program.

Any reader interested in receiving more conference information or in indicating an interest in making a presentation should send his or her name, address and, if interested in presenting, a few sentences describing the proposed session to the address above.

PRESIDENT'S MESSAGE

James J. Gallagher

Educational planning for gifted students requires special content knowledge in subject areas such as mathematics, languages or history and in addition, process knowledge in how to stimulate creative or productive thinking. The trouble is that each of these knowledges and skills is the province of a distinctly separate set of disciplines.

The content knowledges "belong" to university academicians while the process knowledges lie in the hands of teacher educators. These two groups are separated, often by geography, as well as by a chasm of social esteem and status that only brave souls try to negotiate.

The task of synthesizing these two necessary ingredients into an educational program for gifted students is the responsibility of both groups. Political leaders or key leaders in education can, and may have to, bring both groups together with a mandate to cooperate as the easiest solution to the barriers of ~~professional status that infect us all.~~

FROM THE SECRETARIAT

Dorothy Sisk

An InterAmerican Conference on Gifted and Talented Children will be held in Puebla, Mexico, September 24-28, 1984. This conference will be a cooperative effort of the World Council and the D.I.F., a federal agency for encouraging excellence in Mexico.

The conference site will be the beautiful Hotel de Los Angeles in Puebla, a colonial city in the State of Puebla. The city, which is two hours south of Mexico City via a federal highway, is described as "a kaleidoscopic succession of tile and domes, temples and monuments, architecture and gastronomy." This InterAmerican conference has been organized to stimulate program development in South America, Central America and North America.

Plenary sessions will be conducted by James J. Gallagher (USA), Dorothy Sisk (USA), Aurora Roldan (Philippines), Irina Arroyo (Mexico), Harry Passow (USA), and Sandra Kaplan (USA). The conference will include opportunities to visit schools for gifted students and entertainment by performing arts students. Registration fee will be \$40.00. For additional information contact:

World Council for Gifted and Talented Children  
HMS 414  
University of South Florida  
Tampa, FL 33620

Participation in the InterAmerican Conference is a means of addressing one of the World Council's objectives, To assemble, for an exchange of ideas and experiences, people from all over the world interested in the gifted and talented. Members from around the world are invited to join us in Mexico in September.

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WORLD GIFTED is the newsletter of the World Council for Gifted and Talented Children published 2-3 times a year at the University of South Florida, Tampa, Florida, USA. Inquiries, suggestions and items for inclusion for future issues should be sent to: Shirley Perkins, Newsletter Editor, World Council for Gifted and Talented Children, HMS 414, University of South Florida, Tampa, Florida 33620.

### THE RHETORIC OF ADVOCACY

Researchers studying the process of educational innovation in Ghana, Indonesia, Israel, Malaysia, New Zealand, Sierra Leone and West Germany have noted that "many if not all innovation projects appear to be accompanied by what can only be regarded as an amount of 'promotion.' Usually couched in very positive and eulogistic terms, the promotion draws attention to the many virtues thought to be attendant on the innovation." The universality of such rhetoric suggests that it serves a useful purpose in the process of innovation.

Noting that all reforms inevitably clash with certain entrenched attitudes, the report by UNESCO's International Institute for Educational Planning identifies two purposes served by such rhetoric. First, it welds the innovating group together, affirming a collective faith and stating shared meanings and values. As a form of communication the rhetoric alerts others to the existence of a new entity. In its latter use, the message communicated may alarm those who see their own boundaries threatened and assure those who do not.

The following propositions are offered to advocates of specific educational innovations who seek initial acceptance:

1. The initial acceptance of an innovation is a function of the rhetoric used. The more the rhetoric conveys the impression of difference between the innovation and the status quo, the greater the likelihood of rejection.
2. The initial acceptance of an innovation is a function of the extent to which, as a change, it is seen to threaten the power of existing groups. The less the perceived threat, the greater the acceptability.
3. The initial acceptability of an innovation is a function of the extent to which the benefits expected to result are thought to be in excess of the costs entailed. The greater the benefits (relative to cost), the greater the likelihood of acceptance (and vice versa).

Source: Adams, R. S. & Chen, D. The Process of Educational Innovation: An International Perspective. ERIC Document ED 231 093, 1981.

### ACCELERATION IN TAIWAN

The second national selection for extremely talented math and science middle school students sponsored by the Ministry of Education is underway in Taiwan, Republic of China. Students who are selected will attend a week of science camps at National Taiwan Normal University. Qualified students will

be allowed to enter higher levels of school without entrance examinations and may be eligible for university scholarships.

According to current policies, highly gifted students can accelerate their education by such means as grade-skipping, early graduation and telescoping grades. At present, highly gifted primary, junior high, senior high and college students can shorten their education by only one year at each stage. Therefore, a student can save four years at most from primary school to university. A new Special Education Act which provides for more flexible measures of acceleration is now in the legislative process. The draft of the new act removes the limit of one year for each stage. (Information provided by Dr. Wu-tien Wu, Taiwan.)

**CONFERENCE ON THINKING**

An international, inter-disciplinary CONFERENCE ON THINKING will be held at Harvard University, August 20-23, 1984. This conference will continue an academic dialogue that was begun at the Woods Hole Conference

on the "Process of Education;" that was continued at the University of Massachusetts Conference on Cognitive Process Instruction; and that was expanded to include a larger range of disciplines at the Conference on Thinking at the University of the South Pacific, January 1982.

The 1984 Conference will focus on the problem of teaching thinking skills and improving intellectual functioning. Participants will include researchers, teachers, administrators, representatives of government and the interested public. Sponsors of the conference include the Harvard Graduate School of Education, the University of Massachusetts and the University of the South Pacific. For further information write:

Committee for the Conference on Thinking  
The Gutman Library  
Harvard Graduate School of Education  
Cambridge, Massachusetts 02138

**ART EDUCATION CONFERENCE**

The International Society for Education Through Art will sponsor a conference with the theme, CREATIVE EDUCATION AND THE CHALLENGE OF SOCIO-CULTURAL TRANSFORMATION in Rio de Janeiro, Brazil, July 22-28, 1984.

Sub themes of the summer conference will include Creative Education Alternatives in Developing Countries, Conceptual Problems of Creative Education in a Changing Society, Training Resources for Creative Education, Cybernetic Implications in Creative Education and Art, and Art, Science, Technology and Creative Expression.

**SOUTH AFRICAN CONFERENCE**

An international conference on education for the gifted will be held June 26-29, 1984 at the University of Stellenbosch, Republic of South Africa. Collaborating in this conference will be the Department of

National Education and the Cape Education Department. Topics to be addressed include the role of universities, educational departments and parent associations in the education of the gifted, as well as, programming, identification, curriculum design, creative activities, leadership, and multicultural education. For further information, contact:

INGENIUM 2000  
University of Stellenbosch  
Stellenbosch  
7600  
Republic of South Africa

**SUMMER INSTITUTES: USA**

Two summer institutes on gifted education will be conducted by the National/State Leadership Training Institute on the Gifted and Talented in 1984. A July 25-29 Institute on Developing

and Maintaining Gifted/Talented Program will convene in Arlie, Virginia. A July 9-13 Institute on Adding Curricular Dimensions to the Gifted Program will be held in Honolulu, Hawaii. For information, contact:

N/S-LTI-G/T  
316 West Second Street  
Suite PH-C  
Los Angeles, California 90012

BOOKNOTES

"...creativity may be as much a matter of style, values and other factors as of abilities. In fact I want to take seriously the possibility that specifically creative abilities may not even exist. Maybe it is the creative orientation of a person that marshalls the person's general abilities to creative ends."

D. N. Perkins, Co-Director of Project Zero and Senior Research Associate and Lecturer in the Graduate School of Education, Harvard University, explores the creative process in his book The Mind's Best Work (1981). In addition to questioning many current notions about creativity, Perkins asserts that creating must involve a product. He defines "product" in a very general sense to include "poems, paintings, scientific theories, puns, performances, gardens, conversations, dreams, desserts." Perkins observes that "to create" is a transitive verb and that, "It is the fundamental nature of the concept that creating involves creating something, and to speak of creating, when there is nothing understood as the thing created, is not really intelligible."

In The Mind's Best Work, Perkins reviews and interprets ideas and experiments from contemporary psychology and considers illustrative episodes in the lives of innovators in the arts and sciences in his search for more clear understanding of "the shape of making." The book has two unique features that enable the reader to participate in the search. First, most chapters are organized around propositions (concise statements of familiar views about creating) and revised propositions (alternative statements on the same issues that contradict or qualify the original propositions.) The text of each section is a journey from the original to the revised proposition. Second, most chapters contain "personal experiments" which couple a task with some sort of introspection into the working of the mind. The activities, which the author uses as classroom exercises, are included to give the reader direct personal experience with the phenomena under consideration.

Described by a reviewer for Newsweek magazine as, "A survey of scientific research that's also a work of playful wit," The Mind's Best Work grew out of the author's research at Project Zero, a basic research program at the Harvard University Graduate School of Education concerned with human symbolic processes and symbolic development. Educators of the gifted and talented should find the style and content of the book enjoyable and the ideas provocative.

Perkins, D. N. THE MIND'S BEST WORK, (Cambridge USA and London: Harvard University press, 1981) 314 pp.; (paper) \$7.95.

LAST COMPLIMENTARYISSUE OF NEWSLETTER

Complimentary issues of WORLD GIFTED have been widely distributed to stimulate interest in the Council's goals and activities. The current issue is the last one that will be mailed routinely to readers who are not World Council members. Non-member readers are invited to join the Council.

Membership carries with it a subscription to WORLD GIFTED, a newsletter that is published 2-3 times each year; a subscription to GIFTED INTERNATIONAL, a journal published twice a year; admission to special events at the biennial World Conference, and a sense of participation in the important work of expanding opportunities for the development and expression of giftedness throughout the world. An application for membership in the World Council for Gifted and Talented Children is included on page 8 of this newsletter.

WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN EXECUTIVE COMMITTEE

James J. Gallagher (USA), President; Dan Bitan (Israel), Vice President; Elena Konstat (Mexico), Secretary; Aurora H. Roldan (Philippines), Treasurer; Elizabeth O. Adesokan (Nigeria), Jean-Charles Terrassier (France), and Klaus Urban (Federal Republic of Germany).

SECRETARIAT

Dorothy Sisk, Executive Secretary; A. Harry Passow, Honorary Director

APPLICATION FOR MEMBERSHIP

To: Dorothy Sisk, Executive Secretary, World Council for Gifted and Talented Children  
HMS, Room 414, University of South Florida, Tampa, FL 33620

I would like to support the work of the WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN through becoming a member. I have enclosed a check for \$40.00 (US) to cover my subscription to the council for the biennium ending June 30, 1985.

Name: (print or type) \_\_\_\_\_

Occupation/Title \_\_\_\_\_

Mailing Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Current interests and concerns regarding gifted and talented children:  
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